

SEF Self-assessment Survey 2017

Copacabana Public School (4548)

As part of the school planning, self–assessment and reporting cycle of School Excellence, all schools self–assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions.

This School Excellence Framework Self–assessment Survey (SEF S–aS) has been designed to support schools to capture the “point–in– time” judgement that has been informed by their ongoing self–assessment processes using the School Excellence Framework.

The statements of excellence in the School Excellence Framework are central to guiding a school’s reflection on each element. The on–balance judgement determined by the school is a reflection of the school’s progress on these statements.

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Learning: Learning Culture

In schools that excel, school culture demonstrates the building of educational aspiration and ongoing performance improvement across its community. Students take responsibility for their ongoing learning.

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Delivering

All teaching staff understand that student engagement and learning are related, with the school communicating priorities for strengthening both.

Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.

School programs address the needs of identified student groups (eg. Aboriginal students, gifted students, students with disability and students for whom English is a second language).

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

Sustaining and Growing

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Learning: Wellbeing

In schools that excel, there is a strategic and planned approach to support the cognitive, emotional, social, physical and spiritual wellbeing of all students.

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Delivering

Students, staff and the broader school community understand the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes.

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in the Behaviour Code.

The school encourages students to recognise and respect cultural identity and diversity.

School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

Sustaining and Growing

Students care for self, and contribute to the wellbeing of others and the wider community.

Learning: Curriculum and Learning

In schools that excel, an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the learning needs of all students.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Curriculum provision meets community needs and expectations and provides equitable academic opportunities.

The school has an effective plan for student transitions in place.

School plans elaborate on what all students are expected to know, understand and do.

Curriculum delivery integrates technology, library and information services.

The school provides a range of extra-curricular offerings for student development.

Teachers differentiate curriculum delivery to meet the needs of individual students.

Sustaining and Growing

Curriculum provision is enhanced by learning alliances with other schools and organisations.

The school actively collects and uses information to support students' successful transitions.

Excelling

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students.

Extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.

Learning: Assessment and Reporting

In schools that excel, consistent, school-wide practices for assessment and reporting are used to monitor, plan and report on student learning across the curriculum.

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Delivering

The school analyses internal and external assessment data to monitor, track and report on student and school performance.

Individual student reports include descriptions of the student's strengths and areas of growth.

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation.

Parents are updated on the progress of their children.

Sustaining and Growing

The school has developed explicit processes to collect, analyse and report internal and external student and school performance data.

The school has analysed school performance data and a range of other contextual information and is aware of trends in student achievement levels.

Learning: Student Performance Measures

In schools that excel, students consistently perform at high levels on external and internal school performance measures.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

The school achieves value-added results.

Students are at or above national minimum standards on external performance measures.

Students are showing expected growth on internal school performance measures.

Sustaining and Growing

The school:

- *achieves good value-added results, and/or*
- *around 20 per cent of students achieve at high levels of performance on external performance measures.*

Students are showing higher than expected growth on internal school performance measures.

Teaching: Effective Classroom Practice

In schools that excel, all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Teachers regularly review and revise teaching and learning programs.

Teachers routinely review previous content and preview the learning planned for students in class.

All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Sustaining and Growing

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers provide explicit, specific and timely formative feedback to students on how to improve.

Teaching: Data Skills and Use

In schools that excel, student assessment data are regularly used school-wide to identify student achievements and progress, in order to inform future school directions.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Teachers analyse and use student assessment data to understand the learning needs of students.

The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.

Data analysis informs the school's learning goals and monitors progress towards them.

The school leadership team regularly uses data to inform key decisions.

Sustaining and Growing

Teachers incorporate data analysis in their planning for learning.

Assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.

Teaching: Collaborative Practice

In schools that excel, there are explicit systems for collaboration and feedback to sustain quality teaching practice.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.

Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Sustaining and Growing

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

The school identifies expertise within its staff and draws on this to further develop its professional community.

Teaching: Learning and Development

In schools that excel, professional learning is aligned with the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated.

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Delivering

Teachers participate in professional learning targeted to school priorities and their professional needs.

The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

The school has processes in place for teachers' performance and development.

Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Sustaining and Growing

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Teaching: Professional Standards

In schools that excel, all staff demonstrate personal responsibility for maintaining and developing their professional standards.

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Delivering

Teachers understand and implement professional standards and curriculum requirements.

Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes.

Teachers are committed to their ongoing development as members of the teaching profession.

Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Leading: Leadership

In schools that excel, the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole-school improvement.

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Delivering

Parents and community members have the opportunity to engage in a wide range of school-related activities.

The school community is positive about educational provision.

The school is committed to the development of leadership skills in staff and students.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

Sustaining and Growing

The school solicits and addresses feedback on school performance.

Leading: School Planning, Implementation and Reporting

In schools that excel, the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.

The school's on-balance judgement for this element is: Delivering

The descriptors chosen are:

Delivering

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.

The three-year school plan has annual iterations focused on achieving identified improvements.

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.

An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.

Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

Sustaining and Growing

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

Leading: School Resources

In schools that excel, resources are strategically used to achieve improved student outcomes.

The school's on-balance judgement for this element is: Sustaining and Growing

The descriptors chosen are:

Delivering

School staffing ensures that full curriculum implementation and delivery requirements are met.

Systematic annual staff performance and development reviews are conducted.

The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.

School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Sustaining and Growing

Workforce planning supports curriculum provision and the recruitment of high quality staff.

Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

Leading: Management Practices and Processes

In schools that excel, management systems, structures and processes underpin ongoing school improvement and the professional effectiveness of all school members.

The school's on-balance judgement for this element is: Working towards Delivering

The descriptors chosen are:

Delivering

The school leadership team communicates clearly about school priorities and practices.

Administrative practices effectively support school operations and the teaching and learning activity of the school.

Sustaining and Growing

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.